

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:  
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities  
Education Act**

**For reporting on  
FFY 2021**

**New York**



**PART B DUE February 1, 2023**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## 17 - Indicator Data

### Section A: Data Analysis

#### What is the State-identified Measurable Result (SiMR)?

For students classified as students with learning disabilities in SSIP Pilot Schools (grades three through five), increase the percent of students scoring at proficiency levels 2 and above on the New York grades three through eight English Language Arts (ELA) assessment.

#### Has the SiMR changed since the last SSIP submission? (yes/no)

NO

#### Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

#### Provide a description of the subset of the population from the indicator.

In collaboration with a diverse group of stakeholders in 2015, the New York State Education Department (NYSED) examined longitudinal performance data for students with disabilities in grades kindergarten through eight to identify trends and patterns. It was determined that of all the disability categories, those students with specific learning disabilities performed the lowest. The data also indicated that student results on the New York grades three through eight ELA assessment decreased significantly between grades three and five. Based on what the data was indicating, it was determined that a major contributing factor to this decrease in performance was due to a shifting of expected skill levels of students from that of learning to read, to using reading to learn.

To further understand what was occurring with this specific population of students with disabilities, NYSED selected a manageable, yet large enough cross-section of districts to participate in the SSIP. With a focus on students with learning disabilities in grades three through five, a cohort of 14 schools from ten school districts located in geographically close regions of New York implemented classroom-based research and evidence-based practices within a multi-tiered system of supports (MTSS) framework designed to increase literacy outcomes for students with learning disabilities.

In October 2020, NYSED was awarded a State Personnel Development Grant (SPDG) and is using this award to scale-up the SSIP work around MTSS. The SPDG funded SSIP focuses on an integrated Multi-tiered System of Supports (MTSS-I) within a pilot program of school districts. During the 2021-2022 reporting period, the current cohort of 14 SSIP schools was invited, but not mandated, to participate in the expanded pool of districts and schools that would be part of the MTSS-I Pilot. In Fall 2021, NYSED examined longitudinal performance data to identify districts that would benefit from MTSS-I. These newly identified districts and schools were invited to participate in one of two cohorts over the next three school years, with the goal of increasing participation in the SSIP from the current three regions to multiple regions across New York, thus significantly scaling up the SSIP.

#### Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

#### Please provide a link to the current theory of action.

<http://www.nysed.gov/common/nysed/files/programs/special-education/ssip-logic-model-and-theory-of-action.pdf>

#### Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

#### Historical Data

Baseline Year	Baseline Data
2020	35.00%

#### Targets

FFY	2021	2022	2023	2024	2025
Target >=	36.00%	37.00%	38.00%	39.00%	40.00%

**FFY 2021 SPP/APR Data**

Total number of students in grade three through five classified with learning disabilities in SSIP schools who scored 2 or higher on the NYS grades three through eight ELA Assessment	Total number of students in grade three through five classified with learning disabilities in SSIP schools who participated in the NYS grades three through eight ELA Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
65	232	32.18%	36.00%	28.02%	Did not meet target	Slippage

**Provide reasons for slippage, if applicable**

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-2022 New York's standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement. In the 2020-2021 school year, NYSED determined that it was not possible to administer any of the State assessments remotely. Accordingly, students receiving entirely remote instruction were not required to come to school for the sole purpose of taking a State assessment. Additionally, schools that were entirely remote during the entire testing window were not expected to reopen to administer State assessments. This flexibility resulted in substantial decreases in the overall number of students taking State assessments in 2020-2021. Thus, in the 2020-2021 school year, the "total number of students in grades three through five classified with learning disabilities in the SSIP schools who participated in New York's grades three through eight ELA assessment" was only 87 students. Of those 87, 28 (or 32.18 percent) scored 2 or higher on the assessment.

During the current reporting year of 2021-2022, schools returned to in-person instruction; moreover, the number of test-takers increased from 87 to 282, or more than three times the number of test-takers in 2020-2021. Although the number of test-takers increased significantly, it is still just a little over half the number of test-takers from 2018-2019 (n = 534) before COVID impacts. From a modeling perspective, measuring growth is the change in achievement from one point in time to the next, regardless of whether time spans one, two, or three years. Statistically, a growth model should be able to reliably measure growth from the 2018-2019 school year to the present year; however, the low number of test-takers makes it impossible to ensure the data is valid and reliable. Additionally, learning losses have continued to impact the outcomes for 2021-2022. The disruption of education during the pandemic has resulted in learning loss and lower achievement of all students on State assessments in reading and math. Students with disabilities have been disproportionately affected by the educational disruptions caused by COVID-19, resulting in an exacerbation of pre-existing achievement gaps. [Office of the NYS Comptroller's "Disruption to Special Education Services: Closing the Gap on Learning Loss from COVID-19," September 2021 (<https://www.osc.state.ny.us/files/reports/pdf/special-education-report.pdf>) and the United States Department of Education, Office of Civil Rights' "Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students, June 9, 2021 (<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>)].

**Provide the data source for the FFY 2021 data.**

New York grades three through eight ELA Assessment data reports from NYSED's Information and Reporting Services (IRS) (see <https://data.nysed.gov/>).

**Please describe how data are collected and analyzed for the SiMR.**

NYSED receives student assessment data as reported to its statewide data warehouse, the Student Information Repository System. This data is aggregated for the SSIP cohort of schools for the following groups of students: all students in grades three through five, general education students in grades three through five, students with disabilities in grades three through five, and students classified with learning disabilities in grades three through five.

**Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)**

NO

**Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)**

YES

**Describe any data quality issues, unrelated to COVID-19, specific to the SiMR data and include actions taken to address data quality concerns.**

Data Quality and Completeness

The SSIP project did not prescribe or require specific data systems to be utilized for the collection of student-level data (i.e.,

screening, benchmark academic, behavior) which resulted in a lack of a unified data system across the SSIP schools. In addition, as districts returned to in-person learning, the focus was on the immediate instructional needs of the students, thus the quality and completeness of data related to attendance, literacy proficiency data, fidelity, and progress monitoring were impacted. Data quality and completeness issues are described below:

**Attendance Data:** SSIP schools are not collecting school attendance data similarly. Schools that participate in the next cycle of the SSIP through the MTSS-I Pilot will be required to have data systems that meet specific criteria and a schedule for the collection of data. This will ensure consistent and complete data.

**Literacy Proficiency Data:** Many factors have continued to negatively influence the quality and completeness of the school-level literacy data. Reasons include but are not limited to: (1) some SSIP schools were not collecting the data requested or using it to make informed decisions regarding implementation and student interventions; (2) students with learning disabilities were not followed from grade to grade which impacted consistency of data comparison of proficiency results; (3) the sample size or population of students classified with learning disabilities in SSIP schools changed dramatically across benchmark administrations (specifically, from Spring to Fall) at each grade level (three through five).

**Progress Monitoring of MTSS Support Plan Goals:** Data collection was significantly impacted due to the limited availability of SSIP school staff, limited substitute teachers for classroom coverage, and limited availability of trained outside observers to conduct classroom observations and provide embedded support.

**Fidelity Measures:** There was variability in the consistent use of fidelity measures by SSIP schools. In one SSIP region, the SSIP schools did not have the capacity to conduct and analyze the SSIP MTSS Self-Assessment or the Tiered Fidelity Inventories (TFIs) to assess their implementation efforts. Although school leadership understood the value of the information these tools would provide, they were limited due to staffing issues and multiple internal responsibilities.

**Actions Taken to Address Data Quality Concerns:** As previously referenced, NYSED has scaled-up the SSIP by implementing the MTSS-I Pilot. As part of the MTSS-I Pilot, funding from the SPDG award was used to establish the MTSS-I Center with five coaches to provide direct embedded support and coaching to participating districts and schools as they implement MTSS-I. In addition, coaching support and training will be given for using data collection systems as needed by individual school districts. The MTSS-I Center is responsible for overseeing the collection and analysis of data to ensure consistency and fidelity. Additionally, NYSED funded evaluation and technology partners assist the Center with data collection, housing, analysis, and reporting. To ensure valid and reliable data is collected regularly, participating districts and schools were provided an upfront agreement that stipulated criteria for high-quality data systems, specific data to collect, a data collection schedule, and disaggregation requirements. Participating school districts were also provided individual grant awards which they could use to acquire effective data management systems for both academics and behavior that allow for continual access to and aggregation of data. It is anticipated that clearly defined expectations for data collection, support from the newly established MTSS-I with oversight from NYSED, and improved processes and protocols will greatly assist in resolving the data quality and completeness issues identified above.

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

YES

**If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.**

During the reporting period, schools returned to in-person instruction. As reported, participation in New York's assessments for grades three through five increased with this return to in-person instruction, however, students with disabilities experienced significant learning loss due to the impacts of COVID-19 and the challenges of implementing special education programs and services in a remote learning environment. Additionally, New York experienced teacher shortages, particularly in special education, as well as administrator turnover, shortages in other educational staff and paraprofessionals affecting the quality and continuity of evidence-based instruction. These factors influenced the data as follows:

**Literacy performance:** The literacy results illustrate that continuity of learning and literacy proficiency rates were significantly impacted by the shifting of instructional delivery modes during COVID-19, and despite the return to in-person learning, it continues to negatively impact literacy performance, particularly for students with disabilities.

**Fidelity measures:** Many factors influenced the decline in scores including, but not limited to, the impacts of COVID-19, high rates of staff turnover within the SSIP schools which impacted leadership buy-in, consistency, and sustainability. The shortages and turnover rates continued through the return to in-person instruction, leaving not only gaps in human resources but also gaps in knowledge and training to understand and implement fidelity measures.

The MTSS-I Center which is focused on high-quality professional learning, coaching, and increased focus on progress monitoring and data quality for the SSIP MTSS-I Pilot districts and schools will greatly assist in mitigating the negative impacts experienced by COVID-19. Specifically, the agreements between the districts, schools, and MTSS-I Center will foster more consistent and timely data collection that will address the issues with data quality that were experienced during COVID-19.

## **Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State's current evaluation plan.**

<http://www.nysed.gov/special-education/indicator-17-state-systemic-improvement-plan-ssip>

**Is the State's evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

Infrastructure Improvement Strategies and Outcomes from the SSIP Logic Model and Theory of Action

Improvement Strategy #1: Organizational Capacity Building - Adaptive leadership teams and communication processes were established at each level (State, region, SSIP school) to increase organizational capacity, collaboration, and responsiveness across the system. Communication between NYSED, technical assistance partners, and regional Educational Partnership specialists is established and efficient (monthly meetings, webinars, email, etc.). Regional specialists have regular communication with SSIP school leadership teams. In Spring 2022, a director and coaches were hired and onboarded for the new MTSS-I Center. The MTSS-I Center began collecting data using the District Capacity Assessment (DCA) during Summer 2022 to identify organizational capacity needs for the new and continuing scaled-up SSIP MTSS-I Pilot districts and schools. Each school selected a leadership team that worked with the MTSS-I Center to address the DCA, conduct a needs assessment, look at root causes, and develop a Support Plan that outlines the goals, activities, intended outcomes, and measures for each site. Leadership teams will engage in Plan Do Study Act (PDSA) cycles related to academic and behavioral outcomes moving through the Active Implementation Stages of Exploration, Installation, and Initial Implementation (NIRN-UNC. 2020).

Improvement Strategy #2: Program and Resource Development - A collective understanding, language, and implementation of the MTSS-I framework was more clearly defined by a diverse group of stakeholders that participated in New York's MTSS-I Workgroup. Consistent evidence-based tools, resources, and guidance documents continue to be developed by the Educational Partnership technical assistance partners (TAPs) for Academics, Behavior, Data, Equity, and Transition. These can be readily accessed through the NYSED online Data Management System (DMS) and are being used by Educational Partnership specialists with SSIP schools. The coaches from the new MTSS-I Center have partnered with the technical assistance partners to identify the program and resource development tools to use with the SSIP schools and ensure they are applied fluidly and consistently across initiatives.

Improvement Strategy #3: Professional Development, Technical Assistance, and Coaching – To ensure the development and delivery of highly effective professional learning are developed and delivered, a coherent and comprehensive Professional Learning Practice Profile was developed and disseminated to all Educational Partnership stakeholders (May 2020) to be used in the development and delivery of all professional development, coaching, and technical assistance. During the SPDG funded SSIP MTSS-I Pilot, in 2022, the MTSS-I Center developed and is using tools and resources for professional learning as outlined in the school Support Plan (see Improvement Strategy #1).

Improvement Strategy #4: Needs Assessment, Improvement Planning, and Monitoring - Comprehensive Organizational Assessment (COA) – In the current reporting year, the COA included identifying existing initiatives, a needs assessment, and root cause analysis, determining focus areas and precise problem statements, and assessing capacity to assist teams in determining appropriate Support Plan goals and aligned actions. The results and findings of the COA assisted the teams in making recommendations, goals, and activities to improve the SSIP schools' systems, practices, and student outcomes. This information is also discussed at annual meetings where the Educational Partnership team and SSIP school leaders review progress monitoring data. The newly established MTSS-I Pilot has adopted the same COA process, creating a fluid transition for the SSIP schools. This aligns with and supports Improvement Strategy #1.

Improvement Strategy #5: NYSED and School District Collaboration and Community Engagement - In collaboration with SSIP schools, Educational Partnership specialists engaged stakeholders in the co-creation of Support Plans, provided MTSS-related resources for behavior and academics, and prescribed implementation activities to support MTSS-I installation. Additionally, NYSED made MTSS professional development resources available to support specialists on its DMS.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

Improvement Strategies and Outcomes:

Improvement Strategy #1: Organizational Capacity Building [Quality Standards]

-In FFY 2020, NYSED increased collaboration and communication across NYSED offices. Members from the offices of Accountability, Bilingual Education and World Languages, Standards and Instruction, Early Learning, and Student Support Services joined the MTSS-I Workgroup to collaborate on the development of the statewide MTSS-I Pilot framework. [Governance]

-To increase alignment of NYSED priorities and initiatives, the MTSS-I Workgroup developed an MTSS-I Pilot framework inclusive of materials and resources used by partnering NYSED offices. [Accountability/Monitoring]

-Additionally, to align initiatives across offices within NYSED, agency leaders have formed an MTSS-I Workgroup with the focus of

scaling up MTSS-I implementation.

- Statewide release of the MTSS-I Pilot framework. [Quality Standards]

- SSIP efforts are scaled up through the SPDG. [Professional Development and/or Technical Assistance]

- A full list of academic and behavioral MTSS-I related professional development packages have been released and are publicly available (<https://osepartnership.org/>). [Professional Development and/or Technical Assistance]

- Organizational capacity building and supporting system change by increasing the awareness that MTSS-I is not just a special education initiative but is an effective instructional framework that benefits all students. Collaboration is occurring across NYSED offices to reduce duplication of efforts and decrease redundancies, as well as to ensure sustainability, accountability for implementation, and improvement in student outcomes.

Improvement Strategy #2: Program and Resource Development [Professional Development and/or Technical Assistance]

- Educational Partnership public-facing website (<https://osepartnership.org/>)

- Development and release of a comprehensive, high-quality professional development for implementing MTSS-I (academics and behavior). [Quality Standards, Professional Development and/or Technical Assistance]

- Professional development packages were created and are available through the Educational Partnership for use with SPDG funded SSIP MTSS-I Pilot districts and schools.

Improvement Strategy #3: Professional Development, Technical Assistance, and Coaching [Quality Standards, Professional Development and/or Technical Assistance]

- In collaboration with the Educational Partnership and at the MTSS-I Workgroup meetings, increased collective clarity around and support for the professional development and coaching models implemented by the TAPs for academics, behavior, transition, data, and equity, as well as the regional level teams, to provide ongoing, high-quality support to SSIP MTSS-I Pilot schools. [Quality Standards, Professional Development and/or Technical Assistance]

Educational Partnership

- Increased capacity of the Educational Partnership specialists' understanding of MTSS-I and EBPs through webinars (train-the-trainer) [professional development and/or technical assistance]. In FFY 2021, webinars and follow-up virtual discussion sessions pertaining to the webinars, were developed by the TAPs and delivered to Educational Partnership specialists:

- Shared Professional Development Packages with Strategies for Sustaining Change Efforts in Education Organizations (see [osepartnership.org](https://osepartnership.org))

- Use of Professional Development and Coaching Delivery Models to Implement MTSS-I [Professional Development and/or Technical Assistance]

- The Educational Partnership Materials Review Team utilizes the Professional Learning Practice Profile look-fors when reviewing all professional learning materials.

- Provision of ongoing technical assistance and coaching to Regional Leadership Teams (RLTs) and SSIP schools to support their facilitation of implementation fidelity of MTSS-I and evidence based practices (EBP) [Accountability and Monitoring]

- Two-day Regional Team Visits, held three times per year, during which the technical assistance partners provide technical assistance and coaching to the RLT in identified need areas

- Monthly RLT check-in meetings to collaborate and problem-solve

- Provision of training of staff and leaders at SSIP schools in effective implementation of the MTSS-I and EBPs [Accountability and Monitoring, Quality Standards, Professional Development and/or Technical Assistance]

Improvement Strategy #4: Needs Assessment, Improvement Planning, and Monitoring [Data, Accountability and Monitoring]

- Increased access to and use of the Educational Partnership Data Dashboard by regional level teams for continuous improvement purposes

- Educational Partnership Data Dashboard used minimally three times per year by regional level teams for resource allocation purposes

- Team Initiated Problem Solving is used by regional partnership teams for data-based decision making

- Increased capacity in the MTSS-I Pilot schools to systematically collect, analyze, and communicate to stakeholders MTSS-I progress and outcome data (student, practitioner, school, district) [Data, Accountability and Monitoring]

-Embedded support provided by Educational Partnership specialists to coach school-level implementation teams on collection, analysis, and use of data

-Increased alignment of districts and schools' Support Plans with the goals of MTSS-I implementation [Accountability and Monitoring, Quality Standards]

-Educational Partnership specialists conduct various assessments (initiative inventory, comprehensive organizational assessment, capacity assessments, etc.) to determine and progress monitor MTSS-I implementation goals.

Improvement Strategy #5: NYSED and School District Collaboration and Community Engagement

-Development of a public website for communicating MTSS-I information [Accountability and Monitoring, Data]

-Each RLT uses its agency's website to promote available trainings, family-facing resources, and communicate information related to MTSS-I to their stakeholders.

The strategies and outcomes listed above are prerequisites for systems change and sustainability of MTSS-I across all levels of the educational system. Cross-department collaboration has enabled NYSED to establish a cohesive and comprehensive understanding of MTSS-I and to align priorities and initiatives resulting in more effective and efficient outcomes for all students. These steps help to strengthen and sustain the SSIP work over time, eventually resulting in the achievement of the SIMR. To scale up the SSIP initiative, NYSED, in collaboration with the Educational Partnership, has developed a public website (<https://osepartnership.org/>) to provide the field with access to all MTSS-I related resources, including the MTSS-I Pilot Framework, professional development packages, tools, etc. to support the implementation of MTSS-I.

During FFY 2021, SSIP progress was shared with stakeholders through various means which included, but were not limited to, monthly regional Educational Partnership meetings where teams collaborate and problem-solve to implement change to improve student outcomes. The Educational Partnership Implementation Team (PIT) consisting of NYSED representation and Educational Partnership specialists meet seven times annually to discuss the work of the Educational Partnership, MTSS-I, and the SSIP. PIT members are responsible for sharing information with their constituents and obtaining feedback. Please see "Section C: Stakeholder Engagement" for more detailed information.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

YES

**Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.**

In October 2020, NYSED was awarded a SPDG. NYSED's SPDG funds an MTSS-I Center that focuses on scaling up the SSIP initiative from 14 schools in ten districts to up to 75 schools in 29 districts across New York. Short-term outcomes achieved during FFY 2021 include the identification of schools that would benefit most from MTSS-I, the creation of the application, an invitation sent to schools, the development of the upfront agreement, schools signing the upfront agreement, and placing schools into cohort groups. Memoranda of Understanding were finalized with and signed by vendors selected to operate the SPDG MTSS-I Center (State University of New York at Albany) and the MTSS-I Center Evaluation and Technology Team (Cornell University). The principal investigators, directors, coaches, and staff of the MTSS-I Center and the Technology Team were hired and onboarded during FFY 2021. In addition, New York has begun collaborating with the Parent Training and Information Center (PTIC).

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

Improvement Strategy #1: Organizational Capacity Building

Five MTSS-I Coaches were hired to support implementation of the SPDG funded SSIP MTSS-I Pilot. These coaches use the DCA to determine each school's readiness and needs. In addition, coaches will use effective teaming practices and assist the SPDG funded SSIP MTSS-I Pilot districts and schools in creating support plans and activities that will assist in building capacity to support the implementation of the MTSS-I Pilot Framework.

Anticipated Outcomes FFY 2022:

A bi-directional communication system is used with fidelity. School district and school-level implementation teams are established, use effective team practices, and assist school-level implementation teams to build capacity to support the implementation of MTSS-I. MTSS-I coaches and SSIP MTSS-I Pilot districts and schools have developed continuous improvement plans (Support Plans) which include frequently collected, actionable data used for improving performance. This increase in coordination will result in increased system coherence, collective understanding, and shared ownership of the MTSS-I Pilot Framework and EBPs.

Improvement Strategy #2: Program and Resource Development

The MTSS-I Pilot Framework and implementation tools are compatible with other State and local models and improvement processes currently in use.

Anticipated Outcomes for FFY 2022:

Tools and resources (e.g., Implementation at a Glance Guide, checklists, fidelity assessments, etc.) have been refined and validated for use in the scaled-up SSIP MTSS-I Pilot. Educational Partnership materials have been identified to support the implementation of EBPs in districts. Coaches will have trained school teams on using these materials and resources. The SSIP MTSS-I Pilot districts and schools will have increased their utilization of implementation tools, developed or identified by the MTSS-I Center, and will report on their progress and use.

#### Improvement Strategy #3: Professional Development, Technical Assistance, and Coaching

Using the Educational Partnership professional learning practice profile, the MTSS-I Center will define the professional development and coaching delivery models appropriate to support the implementation of MTSS-I. The MTSS-I Center will also develop a comprehensive training and coaching plan for each SSIP MTSS-I Pilot district and school in the first cohort to support and ensure fidelity implementation of the MTSS-I Pilot Framework. MTSS-I coaches will provide foundational training on the initial implementation of MTSS-I, as well as continuous coaching to the first SSIP MTSS-I Pilot cohort of districts and schools. The MTSS-I Center has worked with the technology team at Cornell to plan a virtual learning summit that will take place in the Summer of 2023 for participants in Cohorts 1 and 2.

#### Anticipated Outcomes FFY 2022:

Staff and leaders at SSIP MTSS-I Pilot districts and schools will increase their understanding and capacity to implement and use the MTSS-I Framework and prescribed EBPs and will integrate the MTSS-I Center's defined professional development and coaching model to support fidelity implementation of MTSS-I. Additionally, SSIP MTSS-I Pilot district and school leaders will increase their use of leadership practices aligned with the MTSS-I Pilot Framework.

#### Improvement Strategy #4: Needs Assessment, Improvement Planning, and Monitoring

SSIP MTSS-I Pilot districts and schools will establish a data-based decision-making process for collecting, analyzing, and reporting actionable MTSS-I data. MTSS-I coaches will facilitate the administration of Implementation Capacity Assessments in SSIP MTSS-I Pilot districts and schools and collect comprehensive baseline data and update Support Plans. Additionally, the MTSS-I Center in collaboration with the Evaluation and Technology Team will create an evaluation plan to determine the impact of MTSS-I implementation from the State to district and school level. During the Fall of 2022, the Center, Evaluation, and Technology directors met with NYSED on a weekly basis both independently and as an entire group to establish the infrastructure and processes needed for collecting, analyzing, and reporting MTSS-I data. Moving forward, the plans will be available on the DMS.

#### Anticipated Outcomes for FFY 2022:

The MTSS-I coaches will ensure that the MTSS-I data system and evaluation plan are implemented and coordinated across the first SSIP MTSS-I Pilot cohort of districts and schools. To ensure data consistency, data coordinators from each SSIP MTSS-I Pilot district implementation team will be trained in collecting MTSS-I data and connected through the virtual learning summit. Baseline data is reviewed by all MTSS-I Pilot district and school implementation teams and is then used to develop/update Support Plans which show increased alignment with the goals of MTSS-I implementation and are communicated to all stakeholders. Staff, leaders, and stakeholders in the first cohort of SSIP/SPDG districts and schools will report increased satisfaction with the communication and use of progress monitoring data.

#### Improvement Strategy #5: NYSED and School District Collaboration and Community Engagement

The MTSS-I Center will provide the initial cohort of SSIP MTSS-I Pilot districts and schools with the first of three years of embedded support to facilitate the implementation of the MTSS-I framework and EBPs. Additionally, the MTSS-I Center will begin building the capacity of the Educational Partnership specialists to assist districts and schools in implementing and sustaining MTSS-I with fidelity. The MTSS-I Center coaches and the Educational Partnership specialists will also engage in ongoing communication with SSIP MTSS-I Pilot districts and schools to begin to establish readiness for implementation. Throughout, the MTSS-I Center will provide coaching to SSIP MTSS-I Pilot districts and schools that targets and supports the school and district-driven activities to engage families and members from the local communities in learning about, and contributing to, the MTSS-I initiative. The MTSS-I Center has begun formalizing collaboration with the TIC to determine how to engage parents in the SSIP MTSS-I Pilot schools.

An MTSS-I Community of Practice will be initiated by the MTSS-I Center through an annual virtual summit, attended by SSIP MTSS-I Pilot districts and schools, to support interactive learning about MTSS-I in the SSIP MTSS-I Pilot districts and schools.

Additionally, as part of the SPDG funding, during the reporting period, NYSED began collaborations with institutes of higher education (IHE) across the state. In collaboration with the Collaboration for Effective Educator Development Accountability, and Reform (CEEDAR) center, during this reporting year, the MTSS-I Workgroup drafted innovation configurations to assist NYS IHEs in expanding their syllabi and programs to include the EBPs of the MTSS-I for preservice teachers and administrators. NYSED meets regularly with IHEs and the CEEDAR center to implement this work.

#### Anticipated Outcomes for FFY 2022:

The MTSS-I Center in collaboration with the Evaluation and Technology Team will host a virtual learning summit attended by SSIP MTSS-I Pilot schools. The MTSS-I materials will be hosted on the Educational Partnership public-facing website. Families and community members will increase participation in the first cohort of SSIP MTSS-I Pilot districts and schools. Collaborations with IHEs will increase the number of new teachers entering schools with knowledge of MTSS-I.



**List the selected evidence-based practices implement in the reporting period:**

Activate and Integrate Prior Knowledge

Check for Understanding

Check In-Check Out (CICO)

Click or Clunk

Data-based Decision making (DBDM)

Explicit Direct Instruction (EDI)

Explicit Vocabulary Instruction (EVI)

Explicitly Stated Positive Behavior Expectations

Feedback

Flexible Groupings Based on Screenings/Progress Monitoring

Formative Assessments

Higher order questioning

Instructional Scaffolding

Peer Assisted Learning Strategies (PALS)

Plan/Do/Study/Act Cycles of Continuous Improvement

Repeated Readings

Specially Designed Instruction (SDI)

Structured Literacy

Task Analysis

Universal Design for Learning (UDL)

**Provide a summary of each evidence-based practices.**

Activate and Integrate Prior Knowledge - a process that encourages students to think about and perhaps share their existing understanding about a topic/concept so as to make connections between what they already know and new information they are learning.

Check for Understanding - should occur throughout each phase of the teaching cycle, not just at the end of a lesson or unit of work. It involves the teacher continually verifying that students are learning what is being taught while it is being taught. This ongoing assessment allows teachers to make timely decisions about instruction and ensure that gaps and misconceptions are addressed prior to teaching new skills.

CICO - is an intervention intended to decrease disruptive behaviors that are negatively impacting students' academic and social functioning at school. For students whose behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. This intervention increases the frequency of positive interactions between the student and adults in the building. (Crone, Hawken, and Horner 2010)

Click or Clunk - a self-checking learning strategy for reading comprehension. Clicks are sections of the text that make sense to the reader; comprehension "clicks." Clunks can be word(s), idea(s), or concept(s) that do not make sense to the reader and where comprehension "breaks down." Using this strategy, students periodically check their understanding of sentences, paragraphs, and pages of text for "clicks" and "clunks" as they read. If they encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties. (The IRIS Center)

DBDM – collection, aggregation, and interpretation of data from multiple sources (e.g., IEPs, informal and formal observations, work samples, curriculum-based measures, functional behavior assessment (FBA), school files, analysis of curriculum, information from families, other data sources) to analyze instructional practices, and make necessary adjustments that improve student outcomes.

EDI - carefully planned and sequenced lessons; clear and detailed instructions and modelling; frequent and systematic monitoring of student progress and feedback to students. Explaining and modeling content, practices, and strategies. (CEEDAR)

EVI - Provides students with both definitional and contextual information about a word, offers multiple exposures to the word and engages students in active practice that fosters deep processing about a word's meaning and use.

Explicitly Stated Positive Behavior Expectations - broad goals for behavior or the general ways that teachers would like children to act. They serve as guidelines for behavior and apply to all children across all settings. In addition, behavior expectations apply to the adults in these settings. (IRIS Center)

Feedback - information for the student and/or teacher about the learner's performance relative to learning goals and based on evidence. The provision of feedback is designed to close the gap between current and desired performance by informing teacher and student behavior. (Hattie and Timperley, 2007)

Flexible Groupings Based on Screenings/Progress Monitoring - a data-driven practice where students are assigned to temporary groups either homogeneously and heterogeneously based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. These groupings enable educators to accommodate learning differences, promote in-depth academic related interactions, and teach students to work collaboratively.

Formative Assessments – assessments that occur during instruction to allow teachers to make informed decisions about when to review or reteach content or skills or when to adapt instruction. It also assists in the identification of students who are consistently struggling. (IRIS Center)

Higher Order Questioning – questions that promote deep thinking, requiring students to analyze and evaluate concepts. Higher-order questions promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

Instructional Scaffolding - instructional supports intentionally built into lessons to allow students to develop the knowledge, skills, and language needed to support their own performance in the future and are intended to be gradually removed as students independently master skills. (NYSED Curriculum and Instruction)

PALS - A peer-tutoring instructional program that supplements the primary reading curriculum. Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. The model allows for students to practice reading skills with immediate feedback and to have extensive practice reading.

Plan/Do/Study/Act (PDSA) Cycles for Continuous Improvement - an iterative, four-stage approach for continually improving processes, products or services, and for resolving problems. PDSA Cycles are used for rapid cycle problem-solving in active implementation. (NIRN)

Repeated Readings - increases reading fluency by training a student to quickly recognize and accurately read words. This strategy is for students who demonstrate adequate oral reading accuracy, but their reading rate is slower in comparison to their peers. Reading fluency is an important factor in students developing proficient reading comprehension. (Cox, 2015) (What Works Clearinghouse)

SDI - is the unique set of supports provided to an individual student based on their learning needs to remove barriers that result from the student's disability. It is the intentional and purposeful planned and delivered instruction provided to a student with a disability in order to meaningfully access, participate and progress in the general education curriculum. SDI may involve any aspect of the student's instruction, including materials, techniques, assessments, and activities. Specially designed instruction should be implemented in addition to, not in place of, differentiated instruction and/or high yield instructional strategies.

Structured Literacy – an instructional practice that emphasizes highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills. (Spear-Swerling, 2019)

Task Analysis - A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps. (IRIS Center)

UDL - is a framework to improve and optimize teaching and learning for all learners by removing barriers in the curriculum. (CAST, 2017) Effective use of this framework activates the three networks of the brain needed for learning to take place. These networks are the Recognition Networks, the Strategic Networks, and the Affective Networks, inform the three Principles of UDL: Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.**

The following evidence-based strategies and activities are intended to impact the SiMR by increasing practitioner knowledge of evidence-based instructional practices, implementation of Tier 1, 2, and 3 strategies shown to improve student performance and outcomes, and putting program structures in place to support fidelity of implementation, increase data based decision making, and ultimately impact the learning outcomes for students with learning disabilities.

Activate and Integrate Prior Knowledge – It helps students to construct connections between old and new knowledge to improve literacy skills (reading comprehension). Without this background, it can be challenging for students to construct a meaningful mental model of what a text may be about. (IRIS Center)

Checking for Understanding - Gives educators information quickly about the need to differentiate instruction. Checking for understanding assists educators in understanding students' background knowledge, skills, and misconceptions. It also models for students how to monitor their own understanding. But "the biggest payoff is the positive effect on student achievement". (Fisher and Frey 2007)

Check In Check Out (CICO) – Integration of academic and behavioral support is critical, as academic and behavioral needs are interconnected: improved social behavior means less time is spent on discipline, leaving more time for academic instruction. When implemented with fidelity, it results in a reduction of problem behavior as well as increasing academic engagement for all students as evidenced by direct observation of students' behavior.

Click or Clunk – Using this comprehension strategy, students in grades three through five classified with learning disabilities show growth in their reading comprehension (literature and/or informational) by reaching their individual Typical Growth scale scores by end of year as measured by iReady assessments, recorded classroom observations, data collection and walkthrough results.

DBDM - SSIP cohort teachers collect, disaggregate, and interpret data from multiple sources to analyze instructional practices and make necessary adjustments that improve student outcomes.

EDI - Optimizes student engagement and time on task. Using EDI, teachers are able to provide support, structure, and guidance during instruction which promotes academic success, and systematic fading of this support encourages students to become more independent learners. (Archer and Hughes, 2011)

EVI - A student's breadth and depth of vocabulary is strongly linked to critical student outcomes, including reading fluency and prosody; reading comprehension; writing production and sophistication. The most vulnerable students fall the most behind in their vocabulary development, often to a stunning degree. EVI is being implemented to improve student literacy proficiency.

Explicitly Stated Positive Behavior Expectations – Is part of Tier 1 universal supports. When implemented at the school level and used with fidelity, it establishes the culture and behavioral supports needed to improve academic, behavior, and social emotional outcomes for students. Establishing these expectations assists schools in holding themselves accountable for creating a culture where every student succeeds. (Center on PBIS)

Feedback - Feedback supports students to know where and how to improve, and it can support their motivation to invest effort in making improvements. Feedback can also engage students in metacognitive strategies such as goal setting, task planning, monitoring, and reflection, which are important skills for self-regulated learning. (theeducationhub.org)

Flexible Groupings – Can be particularly valuable for students with learning disabilities who require explicit, intensive instruction in reading, as well as provide opportunities for collaborative group work with classmates who are more proficient readers. By listening to and interacting with their peers, children begin to understand content from various perspectives; they understand how people with different experiences look at and solve different problems. (nwea.org)

Formative assessments – Effective literacy instruction requires teachers adapt to student needs, ensuring that all students master the foundational skills of reading. These assessments offer quick, real-time insight into how well students are learning and comprehending material. Formative assessment allows for close, ongoing observation of student learning and provides immediate data related to student progress on lesson learning goals including those related to literacy. (IRIS Center)

Higher Order Questioning - Puts advanced cognitive demand on students, encouraging them to think beyond literal questions. Higher-order questions promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

Instructional Scaffolds – Teachers can use scaffolds in any classroom setting to support student learning and to make the general education curriculum more accessible to all students without interfering with the rigor of the grade level content. Scaffolding bridges the gap between a student's existing knowledge, skills, and strategies with new learning expectations. (NYSED Office of Curriculum and Instruction)

PALS – Allows all students to be actively involved in peer-mediated sessions and makes it possible for students with disabilities to spend more time in the least-restrictive environment, thus increasing their access to the general education curriculum. (IRIS Center) PALS was found to have potentially positive effects on reading fluency and reading comprehension. (ies.ed.gov)

PDSA Cycles for Continuous Improvement - Grade three through five teachers are using PDSA cycles in multiple ways in the SSIP schools, including to identify evidence-based interventions, improve access to general education curriculum, and reduce the number of referrals to special education. State and school district education leaders use PDSA cycles to test the effectiveness of MTSS implementation and to determine practice-based solutions to a problem. (ies.ed.gov)

Repeated Readings – When used across content areas it helps all readers with fact recall, serves as a study strategy, aids in identification of main ideas and vocabulary, increases comprehension and results in more advanced questioning and insight, leads to faster reading and increased word recognition accuracy, and assists struggling readers as they transition from word-by-word reading to more meaningful phrasing. (AEA, 2015)

SDI – Is provided to meet the individualized needs of students with disabilities as documented in their IEPs. The SDI provided is specific to each student to address gaps and accelerate academic, behavioral, and functional progress toward grade-level standards.

Structured Literacy - This explicit approach requires consistent and direct student-teacher interaction, which allows for targeted and multisensory instruction to accommodate a range of different learning styles. It requires teachers to continually monitor the progress of students as they learn to read using standard, measurable methods of assessment.

Task Analysis – Task analysis provides an understanding of all the steps involved for learning a particular task and can assist in identifying any steps that may need extra instruction and will help teach the task in a logical progression.

UDL – The goal of UDL is to use a variety of teaching methods to remove any participation barriers to learning, provide equal access to academic curriculum, and optimize student engagement to address the needs and strengths of individual students. This practice enables teachers to create goals that promote high expectations for all learners, use flexible instructional methods and materials, and accurately assess student progress.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

To monitor fidelity of implementation of EBPs, data was collected through training and coaching of specific EBPs and classroom walk-throughs. This data was then used to determine coaching needs and the status of instructional change in each of the SSIP schools.

**Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

Each SSIP MTSS-I pilot school, in collaboration with Educational Partnership specialists, developed a Support Plan to document priorities, goals (systems, practices, and student outcomes) and activities (professional development, coaching and technical assistance) related to EBPs. Support Plans are updated at least four times per year based on data informed decisions regarding EBP implementation and impact. Support Plans are reviewed by NYSED and once approved, made available to coaches, specialists, and schools districts.

**Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.**

In FFY 2022, the MTSS-I Center coaches will begin building the capacity of the first cohort of SSIP/SPDG school districts and Educational Partnership specialists on using EBPs. Based on the individual needs identified in the Support Plan, the MTSS-I Center coaches will provide direct professional development and embedded coaching support to SSIP MTSS-I Pilot school districts to enable instructional staff to implement EBPs with fidelity.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

NO

**If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.**

The SSIP will be scaled-up as described above using SPDG funds. This will increase the number of schools and ultimately the number of students who experience MTSS-I. This will allow NYSED to expand from 14 schools in three regions to up to 75 schools in 29 districts across the state. In addition, issues regarding data quality will be reduced through the process of the upfront agreement. Agreements required schools to use data systems that demonstrate reliability and validity for student screening and progress monitoring, have documented capacity to support team-based decisions across all three tiers regarding individual student's response to academic intervention and behavior support, and include a data dashboard that can aggregate student outcomes for a given intervention or support across classrooms, grades, and schools. Behavioral data will include office discipline data, suspension/expulsion data, attendance, CICO, and rate, duration, intensity, and/or latency of targeted behaviors, goal lines, behavioral intervention plan implementation fidelity. Academic literacy data will include measures that have an adequate sampling of key foundations of reading (e.g., fluency, phonics, comprehension), oral reading fluency, singular skills (e.g., reading fluency, blending, segmentation), and alternate forms for progress monitoring. These additional criteria will improve the integrity of the data, data-based decision-making, and aid in improving continuous cycles of improvement.

**Section C: Stakeholder Engagement**

**Description of Stakeholder Input**

To achieve the goal of meaningful stakeholder engagement for the FFY 2020-2025 SPP/APR, during the fall of 2021, NYSED utilized two central approaches for gathering stakeholder input on New York's targets in the SPP/APR, the evaluation and identification of improvement strategies, and the development and implementation of Indicator 17:

1. Broad public engagement and input through online surveys on proposed performance indicator targets and improvement activities; and
2. Live indicator-specific virtual meetings with stakeholder groups to discuss performance indicator data and advise on proposed targets and improvement activities.

As part of the stakeholder engagement process, informational materials about each of the SPP/APR indicators and details about NYSED's virtual meetings and indicator surveys to obtain stakeholder input were posted on NYSED's FFY 2020-2025 SPP/APR – Stakeholder Involvement webpage (<http://www.nysed.gov/special-education/ffy-2020-2025-spp-apr>). To develop its plan for broad stakeholder engagement, including engaging with diverse groups of parents, NYSED met to discuss solicitation strategies with the NYSED Office of Access, Equity and Community Engagement, and the New York State Parent Teacher Association (NYSPTA). Following these conversations, NYSED created an SPP Stakeholder Invitation Letter (<http://www.nysed.gov/common/nysed/files/programs/special-education/spp-stakeholder-invite-letter-10-7-2021.pdf>), Getting to Know New York's SPP/APR Handout (<http://www.nysed.gov/common/nysed/files/programs/special-education/state-performance-plan-overview-handout.pdf>), and SPP/APR FFY 2020-2025: General Overview Presentation (<http://www.nysed.gov/video/state-performance-plan-spp-annual-performance-report-apr-ffy-2020-2025-overview>). NYSED collaborated with the NYSPTA on the development of the SPP/APR stakeholder resource "At-A-Glance State Performance Plan Summary of Indicators 1-17," (<http://www.nysed.gov/common/nysed/files/programs/special-education/at-a-glance-state-performance-plan-summary-indicators-1-17.pdf>) specifically focused on communicating information about all 17 indicators to parents using descriptions and terms that are more commonly understood. This document along with other SPP/APR informational materials were posted on NYSED's Stakeholder Involvement webpage.

Announcements about NYSED resource materials and opportunity for stakeholder feedback in virtual meetings and online surveys were broadly disseminated to parents and family members using several communication strategies. This included: a message from a New York Board of Regents member about the SPP Stakeholder Meetings (<http://www.nysed.gov/video/message-regent-cea-about-special-education-state-performance-plan-stakeholder-meetings-fall>); a Family Newsletter from NYSED's Commissioner of Education (<https://myemail.constantcontact.com/Family-Newsletter--Message-from-Commissioner-Betty-A--Rosa.html?soid=1110847617454&aid=6BiXfIE5KL0>); distribution through NYSED's weekly announcement to all school districts and BOCES statewide; and distribution through NYSED's listserv, which consists of approximately 7,000 individuals from across the State, including diverse groups of parents; New York's IDEA State Advisory Panel (SAP), known as the Commissioner's Advisory Panel for Special Education Services, NYSED's Youth Advisory Panel, which consists of youth either currently attending high school or having exited high school within the past two years; advisory, advocacy, parent, and professional educational organizations; teacher unions; as well as other key stakeholders of students with disabilities. To ensure broad outreach to parents and families about NYSED's SPP/APR stakeholder engagement opportunities, NYSED partnered with NYSPTA, the New York State Council on Children and Families and the Early Childhood Advisory Council to distribute the NYSED SPP/APR stakeholder engagement opportunities and resource materials to their members and parent networks. Additionally, NYSED leveraged its Educational Partnership, including its Early Childhood and School-age FACE Centers, in the development and statewide distribution of information about the virtual stakeholder meetings and surveys, with a specific focus on reaching diverse groups of parents.

To ensure broad stakeholder access, NYSED selected a registration and survey platform that had the capacity to translate content and responses into multiple languages. NYSED offered the registration form and online surveys in the 11 most frequently used languages in New York. Five virtual stakeholder meetings for each individual Indicator (60 total) occurred both during the day and in the evening to accommodate the different schedules of our stakeholders and maximize their options to participate.

In the spring and fall of 2021, NYSED met with the Commissioner's Advisory Panel for Special Education Services and NYSED's Youth Advisory Panel, to discuss the stakeholder input requirements, target setting and performance indicator trend data. Members of the Commissioner's Advisory Panel for Special Education Services provided input on the following: ways to ensure diverse groups of parents were involved in the stakeholder engagement process; suggestions to obtain stakeholder input on proposed targets and identification of improvement activities; and what other demographic, in addition to race and ethnicity, NYSED should consider for reporting the extent to which survey respondents are representative for Indicators 8 and 14. The Youth Advisory Panel members provided input on: strategies to improve outcomes for students with disabilities related to Indicators 1, 2, 13 and 14; proposed targets for Indicator 14; what other demographic, in addition to race and ethnicity, NYSED should consider for reporting the extent to which survey respondents are representative for Indicator 14, and suggestions to increase the number of youth who respond to the "New York State Post-School Outcomes Survey."

Following the collection of stakeholder feedback from the online surveys and virtual meetings, NYSED met with the Commissioner's Advisory Panel for Special Education Services to discuss stakeholder feedback and obtain member input on targets where additional input was needed to make a final decision.

NYSED is not revising any of the targets for the results indicators as reported in the FFY 2021 SPP/APR submission, therefore, further stakeholder input on the State's targets was not gathered. NYSED will be seeking broad stakeholder input on proposed revisions to its targets for Indicators 15 and 17 for the FFY 2022 SPP/APR submission (see Indicators 15 and 17 for further information).

### **Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

Stakeholder webpage (<http://www.nysed.gov/special-education/spp-apr>)

In November 2021, NYSED created a Stakeholder Involvement webpage with Indicator 17 (SSIP) resources to promote feedback and engagement. This included a message from a New York Board of Regent member, an SPP Stakeholder Invitation Letter, At-a-Glance State Performance Plan Summary of Indicators 1-17, Getting to Know New York's SPP/APR Handout, and SPP/APR FFY 2020-2025: General Overview Presentation.

NYSED created the following resources designed to engage stakeholders and build capacity in data analysis, evaluating progress in meeting New York targets, the consideration of existing improvement activities, and the development of potential new improvement

activities:

Indicator 17 - The SSIP Handout - A summary of the data used to measure this Indicator and existing improvement activities.

Understanding Indicator 17 - The SSIP - An overview of frequently used terms and explanation of the Indicator 17 measurement.

Indicator 17 - SSIP Data Trends and Comparisons - Past trend data of reported performance from statewide, regional and school level results to evaluate New York's progress in this Indicator.

Improvement Activities - An explanation of existing improvement activities and presentation of potential new activities to promote outcomes.

Proposed Targets - Presentation of NYSED's proposed Indicator 17 targets and methodology used to establish targets.

Closing - Additional resources to provide feedback and to evaluate school district performance.

#### MTSS-I Workgroup

In an effort for ongoing feedback, NYSED has hosted monthly MTSS-I Workgroup meetings with stakeholders across its general and special education offices, MTSS-I Center members, Evaluation and Technology team members, and Educational Partnership members. The workgroup gives feedback on MTSS-I work, materials and ensures understanding across offices to help reduce duplication of services. Members include:

- MTSS-I Director, Principle Investigator, and Evaluators;
- NYSED Office of Special Education, Office of Accountability, Office of Bilingual Education and World Languages, Office of Standards and Instruction, and Office of Student Support Services;
- Representation from the Educational Partnership TAPs :f Academics, Behavior, Data, Equity and Transition.

#### Virtual Stakeholder Meetings Hosted in October and November 2021

Five virtual stakeholder meetings were held with meetings during the day and the evening to accommodate schedules. A total of 41 stakeholders participated in the meetings, including 18 parents. The meetings included an overview of the SPP/APR and a viewing of the pre-recorded webinar modules. Each session sought stakeholder feedback on the trend data and how to use this data to evaluate NYSED's progress with consideration of target-setting and improvement activities, what activities could be installed, maintained, or strengthened to address improvements in literacy outcomes for students with learning disabilities in grades three through five, whether the proposed SPP targets for Indicator 17 were rigorous but attainable, and any other feedback participants had regarding Indicator 17.

#### Online Survey

A total of 30 stakeholders completed the online survey. The survey sought stakeholder feedback to evaluate the effectiveness of existing improvement activities in making progress toward improving literacy outcomes for students with learning disabilities in grades three through five whether participants supported potential new improvement activities, and whether the proposed targets for the Indicator 17 sub-indicators were rigorous but attainable.

Themes of the stakeholder feedback included:

The importance of using data to inform student progress and make instructional decisions.

The need for educators to understand the research and the science of reading and how to incorporate specially designed instruction to ensure students' individual learning needs are met.

Significant professional development is needed for general and special education teachers on how to implement best practice based on current science including specially designed instruction implications.

SSIP model demonstration sites to illustrate how an MTSS framework can improve student outcomes.

Following the evaluation of Indicator 17 trend data (past targets and performance), stakeholder presentations included a description of improvement strategies with requested feedback on what activities should be considered, maintained, or strengthened to address improvements in instructional practices. The presented information and solicited feedback from a variety of stakeholders, including parents and educators, is intended to increase capacity to support activities around improving literacy outcomes for students with learning disabilities in grades three through five with learning disabilities and meeting the objectives.

Improvement Activities Presented:

Existing Improvement Activities to Improve Indicator 17 Outcomes: NYSED's presentation included a summary of five specific improvement strategies that were designed to help NYSED achieve the SiMR and to build capacity of school districts and schools to implement, scale up, and sustain EBPs proven to improve outcomes for students with learning disabilities. These strategies included defining the SSIP MTSS-I model, selection of tools, resources, and guidance to inform implementation of MTSS-I, establishing the criterion for highly effective professional development, coaching and technical assistance, and family engagement. NYSED, in collaboration with the Educational Partnership, provided targeted professional development resources to a cohort of districts and

schools within three regions of New York.

Potential New Improvement Strategies to Improve Indicator 17 Outcomes: guided by the learning of the SSIP implementation, NYSED presented potential new improvement activities for stakeholder consideration. This includes establishing a statewide integrated MTSS framework, establishing an MTSS-I Center, developing model demonstration sites, and scaling-up EBPs.

Stakeholder Feedback on Improvement Strategies:

Both online survey participants and virtual meeting participants were asked to rate the effectiveness of the existing and proposed improvement activities to increase Indicator 17 outcomes. When asked to rate the amount of direct embedded support and professional development to be offered to a new cohort of districts and schools, 51 percent of stakeholders indicated that three years of direct support was too little where 39 percent rated it as just the right amount of support.

Both online survey participants and virtual meeting participants were asked whether they support NYSED's potential new improvement activities for the Indicator. Stakeholders supported all potential new improvement activities.

Additionally stakeholders provided the following for consideration:

Amend the SiMR to be inclusive of students classified with learning disabilities across the grade levels - Kindergarten through grade eight (61 percent);

Embed comprehensive culturally responsive practices in literacy instruction;

Identify specific evidence-based supports for specially designed instruction for students in grades kindergarten through five who are classified with learning disabilities;

Require IHEs to offer additional courses for both general and special education teacher preparation programs to include universal design, the science of reading, tiered systems of support to expand the pool of qualified individuals;

Expand training for general educators in evidence-based instructional practices and specially designed instruction to ensure instruction meets a variety of student needs;

Improve and increase family engagement to improve early literacy.

**Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

NO

#### **Additional Implementation Activities**

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

N/A

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

N/A

**Describe any newly identified barriers and include steps to address these barriers.**

N/A

**Provide additional information about this indicator (optional).**

#### **17 - Prior FFY Required Actions**

None

#### **17 - OSEP Response**

#### **17 - Required Actions**